

SOURCES OF LOVE AND HATE

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this illustrative material are themselves psychologically important.

To begin with, the gathering of this evidence was naturally subordinated throughout to the proper work of a nursery school. The education of the children came always first; the keeping of psychological records second.

But a far more significant consideration is that the sexual interests of the children were themselves subjected to the same educational purposes and methods as their more open social relations and their emotional development as a whole. The children were *comparatively* free to show us their feelings and phantasies, but they were not left guideless. When necessary, actual prohibition was brought to bear upon speech as well as action, and at all times there was a positive aim of social control. We could, therefore, gain no more than hints of the children's deeper wishes and phantasies from their open sayings and doings, even under these relatively "free" conditions.

But apart from deliberate educational technique and the pressure of adult example and teaching upon the children's behaviour, it is quite certain that the *internal*, largely unconscious, psychic forces tending towards inhibition and modification of the young child's sexual impulses are so strong that we could not hope to arrive at a full understanding of the latter on the basis of even the most honest and exhaustive records of overt behaviour, under *any* conditions of ordinary life. For that study, the specific setting provided by the child analyst, and the uncovering of unconscious wish and phantasy by the psycho-analytic technique are required.

Moreover, the behaviour of the children shown in these school records was further affected by *group*

life. Group conditions act selectively upon the sexual impulses of children. They tend, for example, to pull the child away from solitary auto-erotic phantasy, and instances of masturbation are thus much rarer in the nursery school than in the home. Only one sporadic case of this occurred in the school records, and one might on this basis have been tempted to conclude that masturbation is rare in young children. Some of the material from other sources, however, serves to redress the balance of evidence in this and other respects, and helps to build up a more adequate total picture of the emotional life of the child.